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ABSTRACT

This federally funded pilot project, developed and implemented in five Maine high schools during the 1971 academic year, was intended to provide 100 girls in Grades 10 and 11 with an orientation to vocational fields that are predominantly occupied by men and to utilize paraprofessional student help, prepared by inservice training, to provide occupational guidance in areas usually restricted to men. As a state model for a career education program, this project involved preliminary planning by school counselors and administrators, the development and administration of a vocational interest survey to 900 girls in Grades 10 and 11, selection of 20 girls from each high school for training as guidance aides, a 1-day seminar with women as resource speakers, pre- and post-testing of career knowledge, and an independent final evaluation. The ten occupational areas selected from the results of the vocational interest survey were: (1) veterinarian, (2) communications, (3) counseling, (4) military, (5) recreation director, (6) bookkeeping and accounting, (7) computer programer, (8) police, (9) lawyer, and (10) forest service. Recommendations for demonstration projects along similar lines are presented. Program materials are included, such as articles and letters relating to project dissemination. This document is related to VT 019 339, available in this issue. (AG)

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FINAL REPORT

Project No. 19
Exemplary Program or Project Operational Grant (Part D)

Project Women--In A Man's World of Work

Funded under the Vocational Education Amendments
of 1968, P. L. 90-576

Ralph T. Carr
Harmon High School
School Union # 34
R.F.D. # 2
Bangor, Maine 04401

VT 019206

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The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Hermon High School
School Union # 34
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Bangor, Maine 04401

Introduction

Career Education is beginning to have a strong thrust in American Education since the U. S. Commissioner of Education, Dr. Sidney P. Marland, endorsed the concept and support has come from the topmost administration. One segment of our school population which has not always received equal treatment in terms of Career Education has been our female students. This program attempted to help equalize that opportunity.

The place of women in the world of work is being seriously questioned. With the advent of modern technology many careers today are not beyond the physical capabilities of women. In addition, it has been firmly established that intellectual capacity is distributed throughout the population without regard to sex differences. One is thus led to assume that to a considerable extent career choice is determined more by historical and cultural tradition than by physical and intellectual differences which restrict the capability of the individual.

A second major purpose of this program was to lay the ground work for the utilization of student aids in the guidance program. Our knowledge of the power of the peer group indicates that if guidance programs are to remain relevant, viable, and integral elements of an educational program they must incorporate student participation. This program attempted to do just that.

Five schools took an active part in the details of the program.

This program was attempted as a pilot program to demonstrate the, 1. need to emphasize the role of career education for women, and 2. the power and value of using the peer group as aids to a school guidance department. The program has been developed as a model other schools may wish to adopt for implementation in their own institutions.

Preface

This report describes the steps followed in planning and implementing "Project Women--In A Man's World of Work." This project included five local Maine High Schools. Recommendations at the conclusion of the report include suggestions to modify the program so it could be adopted by an individual school system.

Especial thanks need to go to the following schools, counselors, and apprentices for their help in making the program a success:

High School	Counselors	Apprentices
Bangor	Richard Klain Sam Cocco Gerald Ballanger	Susan Peters
Hampden	Marty Arsenault	Greg Perkins
Hermon	Ralph Carr	Nancy Hunter
Old Town	Richard Davis Betty Vrooman	Mike Kelly
Orono	Earl Melgard	Susan Delilgren Sharon McKnight Bob Quinn

Ralph Carr
Guidance Director
Hermon High School
R.F.D. # 2
Bangor, Maine 04401

Steps in Developing and Implementing "Project Women--In A Man's World of Work"

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Step 1. Preliminary Planning

Any new program or concept requires considerable preliminary discussion prior to beginning. This phase was conducted by Dr. Johnson in sessions with individual school counselors and with groups of counselors. Even with all the preliminary work some areas were modified and others were influenced by forces beyond the control of the particular schools. Originally it was expected the program would be funded early in 1972, so that all the steps which were included in the project could be accomplished. As it turned out, funding didn't become a fact until late in April which ruled out some segments of the program.

The preliminary planning was conducted to achieve a commitment on the part of the participating school counselors to the concept of a special career education program for 10th and 11th grade girls. In addition, this stage permitted a realistic understanding of the problems which might be experienced and the needed steps to circumvent them.

Step 2. The Go-Ahead

Before progressing beyond the talk stage it was felt that a firm commitment to the program should come not only from the school counselors but also from the school administrators. In all cases the program concept was discussed in person with each High School Principal and in two cases with Superintendents who attended the meetings. In the other three cases the Superintendents were

acquainted with the program by the school Counselor and the Principal. Throughout the program the school administrators were appraised of developments and lent their support to the program.

Step 3. Objectives of "Project Women"

After a commitment was made by the school counselor and his administration to support the program a series of objectives were established based on preliminary discussions. These included the following:

A. The identification of the career interests of 10th and 11th grade high school girls.

B. A measure of the knowledge of 100 girls (10 tenth graders and 10 eleventh graders from each school) relative to selected careers usually occupied by men.

C. The development of an in-service career orientation to acquaint the 100 girls with selected careers usually occupied by men.

D. Provisions for 100 girls to learn about careers normally occupied by men from women presently earning their living in those fields.

E. The development of an in-service training seminar for the 100 girls to prepare them to discuss careers normally occupied by men with other students.

F. Provide a rotating cadre of para-professional student help to work with and through the guidance department.

G. The development of a model for a careers guidance program which might be adopted by other Maine High Schools.

Step 4. Schedule for the Project

A fairly precise schedule was established for the operation of the project with a priority on the steps to be taken. In general the schedule was followed with only slight modification despite the uncertainty of funding. The schedule included:

A. Meetings with school counselors.

B. Meetings with school administrators.

C. Meetings with school counselors to go over details.

D. Survey of all 10th and 11th grade girls in five high schools.

E. Completion of survey data.

F. Contact with resource personnel.

G. Materials ordered.

H. Meeting with counselors to develop in-service training plans.

I. In-service training of the girls to acquaint them with the selected careers.

J. Project Women Seminar with resource women speaking to the 100 girls.

K. Meeting with counselors to plan post-seminar in-service training for the students.

L. Student volunteers to conduct sessions in their schools with other students.

M. Post-survey of knowledge of careers of the 100 girls in the program.

N. Evaluation by independent evaluators.

O. Final report on the program.

Since five schools were involved in this program it was necessary to coordinate many aspects of the program by mail because of the busy schedule of the local school counselor. An example of a memo regarding the role of the school counselor in working with the students and the apprentices is as follows:

Role of School Counselors in Project Women

1. Randomly select from list of volunteers the 20 girls to serve as guidance aids.

2. Help counselors-in-training to gather material about each of the 10 careers.

3. Schedule meeting of 20 girls and counselor-in-training. Invite Principal. Conduct general orientation session about Project Women.

4. Help cit to make arrangements be work with 20 girls.

5. Make arrangements for 20 girls to meet with girls from other H. S. at a Seminar on Project Women. Resource Women will be available.

6. Clear way with administration for presentation of Project Women to school.

7. Help CIT in their role.

Step 5. Survey of Interests

One of the problems faced in surveying the interest was getting an instrument which could be administered to all the girls in the Sophomore and Junior classes without completely disrupting the school schedule. It was early decided that no published instrument was available which met the needs of this project; and those instruments which were available were ruled out on the basis of cost to administer to nearly 900 students plus the time factor required to administer them. Several instruments were developed and tried out with students who were not part of the project. The final instrument (attached) was based on interest only without seeking a knowledge factor.

Prior to administering the final interest survey a copy of it was made available to each school counselor with a request for suggestions. Attached is a copy of the communication relative to the survey which was sent to each school counselor. When the final interest survey was accepted and dates established to administer it all school Principals and Superintendents were sent a copy of the

attached letter:

7 January 1972

(address)

Dear Friend:

I need your help.

Please read the attached short questionnaire and return it to me as soon as possible with your suggestions (probably within a day or two). I plan to conduct the survey during either the week of January 17-21 or January 21-28.

At this stage we have not received funding from the State, but I am still hopeful it will be approved. In any event, we will run the program. If you have received anything from APGA (Chicago), return it to me and I will respond to it relative to our contribution.

Also, when you return the questionnaire, write on it the number of forms we will need to send you for all of your 10th and 11th Grade Girls.

Thank you.

Sincerely yours,

Edward G. Johnson, Jr.
Assistant Professor of Education

EGJ/bk
Enclosure

17 January 1972

(address)

Dear Sir:

Attached is the survey I will beconducting in the near future at your High School in cooperation with your Guidance Staff and High School Principal.

I will keep you informed of the progress of this very important study. The cooperation of your Staff has been outstanding, and I appreciate the opportunity to work with them on this project.

Sincerely yours,

Edward G. Johnson, Jr.
Assistant Professor of Education

EGJ/bk
Enclosure

The interest survey was developed by taking the careers listed on the male and female forms of the SVIB and alphabetizing them eliminating duplications where they occurred. The students were then asked to indicate those careers they would like to know more about. Step 10, Recommendations, suggested some alterations which might be made to make the survey more valuable.

From the survey it was decided to take the first ten careers which were occupied over 50% by men. As a result the following ten careers were selected to be used as the basis for the project:

Veterinarian
Communications
Counseling--Psychology
Rehabilitation, School
*Military
Recreation Director
Bookkeeping, Accounting
Computer Programmer
Police
Lawyer
Forest Service

*Military was included because the combination of interest in the sub questions (Army enlisted, Army officer, etc.) added up to a usable category.

The breakdown on the first 40 of the 92 careers used in the survey indicated the following: response to the first 40 of the 92 careers on the combined male and female lists from SVIB:

TOTALS

Interest	Area	Interest	Area
364	Airline Stewardess	144	Registered Nurse
266	Social Worker	139	Guidance Counselor
250	Secretary	137	Dental Assistant
228	Interior Decorator	131	Artist
210	Elementary Teacher	127	Office Worker
197	Model	120	Physical Therapist
191	Beautician	107	Licensed Practical Nurse
172	Telephone Operator	107	Psychiatrist
151	Veterinarian	105	Home Economics Teacher
151	Newswoman	104	Recreation Director
150	Physical Education Teacher	97	Bankwoman
148	Rehabilitation Counselor		

.....Continued

Interest	Area
95	Librarian
94	Computer Programmer
93	Saleswoman
89	Police
87	Lawyer
87	Psychologist
85	Forest Service
83	Entertainer
81	Accountant
81	Art Teacher
80	Author-Journalist
76	Music Performer
73	Dietician
73	English Teacher
72	Occupational Therapist
70	Farmer
70	Medical Technician

Orono	60
Bangor	370
Old Town	214
Hampden	111
Hermon	109
	864

TO: 10th and 11th Grade H. S. Girls

FROM: Edward Johnson, Assistant Professor, University of Maine

RE: A Career Information Program for 10th and 11th Grade H.S. Girls

Dear Friends:

Your help is needed.

During the second semester your school counselor(s) and myself are going to conduct a program for Sophomore and Junior Girls entitled "Project Women--In A Man's World of Work." This program is intended to accomplish these two purposes: 1. Acquaint 10th and 11th grade girls with a wide range of career opportunities and 2. From volunteers select 10 Sophomore girls and 10 Junior girls to act as "guidance aids." These 20 students will receive extensive opportunities to learn about select careers and relate back that information to other interested classmates. Five High Schools are taking part in this program.

We would appreciate it if you would please complete the questionnaire which follows. It should take no longer than 10 minutes of your time.

Do Any of These Careers Interest You?

Listed below are a number of careers. Some of them are primarily performed by women and some primarily by men, while others are performed by both men and women.

Please place an X by those careers which interest you and which you would like to know more about.

Accountant
Advertising Manager
Air Force Officer
Airline Stewardess
Architect
Army-Enlisted
Army Officer
Artist
Art Teacher
Author-Journalist
Banker
Bankwomen
Beautician
Biologist
Business Ed. Teacher
Buyer
C.P.A. Owner
Carpenter
Chamber of Commerce Exec.
Chemist
Community Rec. Administrator
Computer Programmer
Credit Manager
Dental Assistant
Dentist
Dietian
Director, Christian Ed.
Elementary Teacher
Entertainer
Executive Housekeeper
Farmer
Forest Service
Funeral Director
Guidance Counselor
Home Ec. Teacher
Instrument Assembler
Interior Decorator
Language Teacher
Lawyer
Librarian
Lic. Practical Nurse
Life Ins. Sales
Life Insurance Underwriter
Mathematician
Engineer
English Teacher

Math-Science Teacher	Public Administer
Medical Technologist	Public Health Nurse
Minister	Purchasing Agent
Model	Radiologic Technologist
Music Performer	Real Estate Sales
Music Teacher	Recreation Director
Navy-Enlisted	Registered Nurse
Navy-Officer	Rehabilitation Counselor
Newswomen	Sales Manager
Occupational Therapist	Sales Women
Officeworker	School Superintendent
Osteopath	Secretary
Personnel Director	Senior C.P.A.
Pharmacist	Sewing Machine Operator
Physical Ed. Teacher	Social Science Teacher
Physical Therapist	Social Worker
Physician	Speech Pathologist
Physicist	Telephone Operator
Police	Translator
President-MFG	Veterinarian
Printer	YMCA Staff Member
Production	Other:_____
Psychiatrist	_____
Psychologist	_____

Project Women--In A Man's World of Work will attempt to help Sophomore and Junior Girls know more about a variety of careers, a number of which are performed by men. If you would like to know more about one or more of the careers you have checked, please place your name here.

_____

In addition, we need volunteers to become "Guidance Aids." The 20 Guidance Aids selected from this school will be provided an opportunity to meet with women who are successfully earning their living in a number of careers. Following a series of training sessions, this group will provide information to other high school girls about various careers.

If you would like to become a "Guidance Aid" please check here_____.

Thank you very much for your cooperation.

Sincerely yours,

Edward Johnson
Assistant Professor of Education

EJ/bk

Step 6. In-Service Training in Career Awareness and Preparation as a Guidance Aid

The Interest Survey offered the 10th and 11th grade girls an opportunity to indicate 1. an interest in knowing more about various careers, and 2. a willingness to serve as a guidance aid and participate in Project Women. The response from the students far exceeded expectations. Nearly half of the 900 students volunteered to offer their services as aids.

Since this program was intended as a pilot demonstration project it was decided to use only as large a group as could be worked with in an in-depth training phase. Quantity was sacrificed to gain quality of program. Thus ten sophomore girls and ten junior girls were randomly selected from each school to participate in the program. The end result was a cross-section of the student body in regards to program, school participation, etc.

Following the selection of the 20 girls from each school an orientation meeting was held in each school attended by the school counselor, the school administration, the 20 girls, the apprentices, and Dr. Johnson of the UMO Staff. Dr. Johnson spoke of the purpose of the project and the counselor and administration indicated support for the program. The apprentices were introduced to the girls.

Originally, it was planned that the in-service training with the 100 girls would be a separate phase from the post-seminar training period for preparing the students as guidance aids. As it worked out, the two phases overlapped. As the students were learning about the careers normally occupied by men they were also learning ways of disseminating this information to other students.

The apprentices and counselors met early with the girls after the

orientation session and administered the attached "Knowledge of Careers" instrument. Each girl was asked to complete it on the basis of the one career she had decided to study in depth.

Attached is a copy of the talk Dr. Johnson made at the orientation session.

KNOWLEDGE OF CAREERS

Student_____ Career_____

1. Knowledge of educational requirements to be qualified to work in the above career (check most appropriate answer).

_____ a. High School education only is required to enter this career.

_____ b. Two years of college only is required to enter this career.

_____ c. Four years of college is required to enter this career.

_____ d. More than four years of college is required to enter this career.

_____ e. I do not know the educational requirements to enter this career.

2. Knowledge of salary or wages paid to qualified individuals entering the above career.

_____ a. The average salary in this career is less than $5000 per year.

_____ b. The average salary is between $5000 and $10,000 per year in this career.

_____ c. The average salary in this career is between $10,000 and $20,000 per year.

_____ d. The average salary in this career is over $20,000 per year.

_____ e. I do not know what the average salary would be for this career.

3. Knowledge of present opportunities for women in the above career.

_____ a. More than 50% of the people in this career are women.

_____ b. Between 25% and 50% of the people in this career are women.

_____ c. Between 10% and 25% of the people in this career are women.

_____ d. Less than 10% of the people in this career are women.

_____ e. I don't know the percentage of women working in this career.

4. Knowledge of where you think 50% or more of the people in the above career are employed.

_____ a. Self-employed or member of a partnership.

_____ b. Employed by a college or university.

_____ c. Employed by the State or Federal Government.

_____ d. Employed by private business or industry.

_____ e. I do not know who employs 50% or more of the people in this career.

5. Knowledge regarding the future trends for employment in the above career.

_____ a. Most people hired in this field in the next ten years will be engaged primarily to replace those who retire.

_____ b. There will be a gradual growth pattern of employed in this field for the next ten years.

_____ c. There will be a fairly large demand for people to enter this field for the next ten years.

_____ d. There will be a great demand for people to enter this field during the next ten years.

_____ e. I have no idea what the demand for employment in this field will be during the next ten years.

6. Knowledge about the number of individuals employed in the above career.

_____ a. Less than 10,000 are employed in this career in the U.S.

_____ b. From 10,000 to 50,000 are employed in this career in the U.S.

_____ c. From 50,000 to 100,000 are employed in this career in the U. S.

_____ d. Over 100,000 are employed in this career in the U. S.

_____ e. I have no idea how many are engaged in this career.

The longer the program continued the more active the apprentices became in the program. They took on a great deal of the responsibility for the program. The following is a copy of a communication with the apprentices relative to their role in the program:

The Role of Counselors in Training in Project Women

1. Discuss Project Women with Mr. Johnson.
2. Discuss Project Women with school counselor.
3. Plan the orientation meeting for the 20 girls with school counselor.
4. Gather all material possible about 10 careers to be presented.
5. Send on school stationary for other materials--girls to help.
6. Establish times to meet with 20 girls in groups of 2. One 10th and one 11th in each interest area. Help them develop ideas which might be used in both the training phase and in their role as guidance aids.

Ideas For Training Phase
(Not necessarily in order of priority)
(Cooperative endeavor of CIT's & 20 Girls)

1. Pretest 20 girls on a "Knowledge of Careers" survey.
2. Read over material on each occupation.
3. Survey women teachers in school regarding their experiences and willingness to help in the program.
4. Survey local community relative to people in these 10 fields.
5. Send for material not already available.
6. Develop a brochure of questions and answers about each of the careers.
7. Develop picture booklet.
8. Write colleges about programs in these fields.
9. Visit women in the community who are in related fields.
10. Read up on want ads--N. Y. Times, Boston Herald, Portland & Bangor papers.
11. Make a bulletin board in the school about careers for women.
12. Make an appointment to visit the employment agency.

13. Collect data from Occupational Handbook.

14. Develop list of books (fiction and non-fiction) about women in the careers.

15. Have a Parents night for the parents of the 20 girls. Girls make presentation.

16. Write article for school newspaper about Project and girls.

17. Same for local newspaper.

18. Make 35" slide presentation on each of the 10 careers. Have girls take pictures and develop script. Use as guidance material or in assembly.

19. Place pictures of 20 girls in hallway with their specific career area identified.

20. Make a pin or emblem for 20 girls to wear--CEGA Career Education Guidance Aids, or PWIAMwOW, etc.

21. Attend Seminar when all 100 girls meet with resource personnel.

With the recent emphasis on career education, quite an amount of material is becoming available. We found the Oklahoma material valuable and it was made available to the counselors and apprentices as a suggestion of ideas they might adopt in working with Project Women. We suggest you consult " A Guide For Developmental Vocational Guidance, Grades K-12," published by the Oklahoma State Department of Education.

As the in-service training continued further ideas were advanced to the apprentices and counselors in each school. The following sheet is an example of the type of suggestions offered:

TO: Graduate Apprentices Working on Project Women

FROM: E. Johnson

Dear Friends:

We are now--or should be--getting into the major part of the in-service training period with the girls. Listed below are some ideas which may help to make it a rewarding experience for the girls. Not all of the schools will take the same approach but these ideas may help you.

Have You Tried These?

___Each team develops a career notebook.
___Project Women make a bulletin board.
___Girls write an article for the school paper.
___Each team develops a brochure of "Questions and Answers about ___" (Name of career).
___Teams gather questions they want to pose to the consultant on (date).
___Check on how they are coming on the "Knowledge of Careers" instrument.
___Girls planning a parents night.
___Interviews conducted with local people (women & men).
___Girls writing for additional materials.
___women teachers surveyed.
___Colleges contacted for materials about educational opportunities in these fields.
___Girls have an opportunity to discuss their work with the local school counselor.
___Newspapers from N. Y., Boston, Portland, & Bangor used to search the job ads.
___Field trips to the nearest Maine Employment Agency.
___Girls develop a scrapbook with pictures about the careers (A bulletin board with mixtures of pictures interlaced is an eye-catcher)

Step 7. Meterials Provided the Girls in Project Women

Each school already had some material in their files on each of the ten careers studied in this project. However, in addition to that locally available, letters were sent to various sources for additional information. The following sources were contacted using the attached form letter:

Ms. Maurine Barkdoll
Broadview Police Dept.
Broadview, Illinois 60153

Fraternal Order Of Police
Perk-Carte Hotel
1012 Prospect Ave.
Cleveland, Ohio 44115

International Assoc. of Chiefs of Police
1319 18th St. N. W.
Washington, D. C. 20036

International Assoc. of Women Police
100 N. LaSalle St.
Chicago, Illinois 60602

Federal Bureau of Investigation
U. S. Dept. of Justice
Washington, D. C. 20535

Accounting Careers Council
National Distribution Center
P.O. Box 650
Radio City Station
New York, N. Y. 10019

American Institute of Certified Public Accountants
666 Fifth Ave.
New York, N. Y. 10019

National Association of Bank Women, Inc.
National Office
60 East 42nd St.
New York, N. Y. 10017

National Assoc. of Purchasing Management
11 Park Place
New York, N. Y. 10007

The National Consumer Finance Assoc.
1000 16th St. N. W.
Washington, D. C. 20036

Institute of Life Insurance
277 Park Ave.
New York, N. Y.

Federal Deposit Insurance Co.
Director of Personnel
550 17th St. N. W.
Washington, D. C. 20429

National Economic Assoc.
Northwestern University
629 Noyes Street
Evanston, Ill. 60201

New York Stock Exchange
11 Wall Street
New York, N. Y. 10005

LaSalle Extension University
417 South Dearborn
Chicago, Ill. 60605

American Bankers Assoc.
Personnel Admin. & Management Development Committee
90 Park Ave.
New York, N. Y. 10016

The American Bar Assoc.
1155 East 60th St.
Chicago, Ill. 60637

Assoc. of American Law Schools
1521 New Hampshire Ave. N. W.
Washington, D. C. 20036

College of Criminal Justice
Northeastern University
360 Huntington Ave.
Boston, Mass. 02115

American Newspaper Pub. Assoc.
750 Third Ave.
New York, N. Y. 10017

Theta Sigma Phi
106 Lantern Lane
Austin, Texas 78731

The Newspaper Fund, Inc.
P. O. Box 300
Princeton, N. J. 08540

American Forestry Assoc.
919 17th St. N. W.
Washington, D. C. 20006

U. S. Dept. of Agriculture
Forest Service
Washington, D. C. 20250

Society of American Foresters
1010 16th St. N. W.
Washington, D. C. 20036

The Maritime Forest Ranger School
Regent St. Extension
Fredericton, New Brunswick
Canada

National Recreation and Parks Assoc.
1700 Pennsylvania Ave. N. W.
Washington, D. C. 20006

National Industrial Recreation Assoc.
20 North Wacker Dr.
Chicago, Ill. 60606

National Recreation Assoc.
8 West Eighth St.
New York, 11 N. Y.

Camp Fire Girls, Inc.
65 Worth St.
New York, N. Y. 10013

The Rehabilitation Counselor
National Assoc. for Mental Health, Inc.
10 Columbus Circle, New York
New York 10019

American Psychological Assoc.
1200 17th St. N. W.
Washington, D. C. 20036

American Rehabilitation Counseling Assoc.
1607 New Hampshire Ave. N. W.
Washington, D. C. 20009

American School Counselors Assoc.
1605 New Hampshire Ave. N. W.
Washington, D. C. 20009

National Rehabilitation Counseling Assoc.
1522 K St., N. W.
Washington, D. C. 20005

Public Affairs Pamphlets
381 Park Ave. South
New York, N. Y. 10016

American Federation of Information Processing Societies
210 Summit Ave.
Montclair, New Jersey 07645

Assoc. for Computing Machinery
1133 Ave. of the Americas
New York, N. Y. 10036

Data Processing Management Assoc.
505 Busse Highway
Park Ridge, Ill. 60068

Agricultural Research Service
U. S. Dept. of Agriculture
Hyettsville, Maine 20782

Consumer and Marketing Service
U. S. Dept. of Agriculture
536 South Clark St.
Chicago, Ill. 60605

American Veterinary Medical Assoc.
600 S. Michigan Ave.
Chicago, Ill. 60605

National Society of Public Accountants
1717 Pennsylvania Ave. N. W.
Washington, D. C. 20006

Bentley College of Accounting and Finance
867 Boylston Street
Boston, 15 Mass.

(Date)

(Address)

Dear Sir:

I would appreciate your help.

During the second semester of 1971-72 I will be working with the counselors and administrators in five local High Schools to present to Sophomore and Junior girls a program entitled, "Project Women--In A Man's World of Work."

I would appreciate if you would please send me without charge 25 copies of the following material to be used with the program:

If you have other material you feel would be appropriate to use with this group, I would appreciate if you would also forward it to me without charge.

Sincerely yours,

Edward Johnson
Assistant Professor
Counselor Education

EJ/bk

Step 8. Project Women Seminar

One of the highlights of the entire project was the seminar for all 100 high school girls on the UMO campus. Attending this seminar as resource persons were women who were earning their living in careers normally occupied by men.

Suggestions were solicited from the school counselors and the following list of individuals who participated in the seminar:

Mr. Ralph Carr, Hermon High School

Dr. Robert Grinder, UMO

Dr. Edward Johnson, UMO

Dr. Lois McDaniel, Orono Veterinarian

Mrs. Linda Corey, Bangor Daily News

Miss Veronica Berry, Hampden School Counselor

Miss Ellen Jewett, Maine Dept. of Voc. Rehab.

Mrs. Christine Force, Portland Rec. Dir.

Mrs. Jeanne Glidden, V.P. Northeast Bank

Miss Theresa Preble, Branch Mgr. Northeast Bank

Mrs. Susan Mistretta, UMO

Mrs. Sylvia Roberge, UMO

Mrs. Mildred Cannon, UMO Security Force

Mrs. Sue Kominsky, Lawyer, Bangor

Miss Sally Medina, School of Forestry

Captain Kennedy, U. S. Army, New Hampshire

Dr. Ruth Benson, Director of Equal Opportunity, U.M.

From the suggestions individuals were contacted by phone following which a confirmation letter was sent to each outlining the purpose and the details. The following is the letter sent to all resource people serving the 10 areas:

(Date)

(Address)

(Salutation)

I want to thank you for agreeing to participate as a resource specialist in the "Project Women" seminar to be held on the UMO campus, Thursday, May 4. "Project Women" is an exciting program and we are looking forward to your contribution in helping us provide high school girls the opportunity to receive a wider career orientation. We will not be able to pay you for your services but hope to provide a small honorarium if funding comes through. If for any reason you find you cannot attend, please notify me as soon as possible so we can attempt to find a substitute. The schedule is attached.

If you have any questions, do not hesitate to call me at 581-7463.

Sincerely yours,

Edward G. Johnson, Jr.
Assistant Professor of Education

egj/bk
Enclosure

Continual contact was kept with each local school throughout the development of the program. The attached three letters to a Superintendent, Principal, and Counselor are indicative of the communication:

20 April 1972

Mr. John Skehan
Supt. of Schools
Hampden, Maine

Dear Mr. Skehan:

Thursday, May 4 is "Project Women" day at UMO. Twenty of the sophomore and junior women from your high school are going to take part in a Seminar and we would like very much to have you attend if your schedule permits. The schedule for the day is attached.

Hope to see you at the Seminar. If you have any questions, do not hesitate to call me at 581-7463.

Sincerely yours,

Edward G. Johnson, Jr.
Assistant Professor of Education

EGJ/mlb

Enclosure

20 April 1972

Mr. Robert W. Rowe, Principal
Hampden High School
Hampden, Maine 04444

Dear Mr. Rowe:

Thursday, May 4 is "Project Women" day at UMO. Twenty of the sophomore and junior women from your high school are going to take part in a Seminar and we would like very much to have you attend if your schedule permits. The schedule for the day is attached.

Hope to see you at the Seminar. If you have any questions, do not hesitate to call me at 581-7463.

Sincerely yours,

Edward G. Johnson, Jr.
Assistant Professor of Education

EGJ/bk

Enclosure

20 April 1972

Mr. Earl Melgard
Orono High School
Orono, Maine 04473

Dear Earl:

Thursday, May 4 is "Project Women" day at UMO. The schedule is attached. Please plan to have the girls on campus about 9:00 a.m. so we can start at 9:15. This Seminar should be a highlight of the project, and we are looking forward to having you with us.

If you have any questions, please do not hesitate to call me at 581-7463.

Sincerely yours,

Edward G. Johnson, Jr.
Assistant Professor of Education

EGJ/bk

Enclosure

An invitation was extended to each of the 100 girls in the program. Ninety-one attended the program.

Following the Seminar the students were contacted and thanked for their participation. Also, each of the resource specialists were sent a thank you and asked for any comments. Excerpts from the comments are included under Evaluation.

The School counselors were also contacted and encouraged to place into effect the guidance aid aspect of the program. The letter to the counselors and some suggestions are attached.

Suggestions "Guidance Aids" Might Utilize

1. A meeting of the 20 students in each school to share their experiences with the resource person. This will allow each girl to help widen the career awareness of girls attending other sessions.
2. Complete the "knowledge of careers" survey.
3. Develop a career notebook on each of the ten areas and make it available through the guidance department.
4. Develop a brief brochure entitled "Questions and Answers about _____ as a Career." Place in the guidance office.
5. Continue research into each of the areas, adding more information to the career notebook to be available to other students.
6. Contact other students about the opportunities in the field you studied.
7. Develop a bulletin board about the ten careers.
8. Interview other individuals working the areas studied.
9. Develop a scrapbook with pictures about the ten careers.
10. Meet with the school counselor in terms of how guidance aids might be used in the school.
11. Become acquainted with fields related to those studied.

TO: All young women who participated in the Project Women Seminar on May 4.
FROM: Edward Johnson, University of Maine

Dear Friends:

On behalf of the counselors, graduate students and resource personnel who took part in the Project Women Seminar May 4 I want to thank you for attending the program. The feedback we have received has been most rewarding.

The major purpose of the program throughout the semester has been to help young women receive a wider orientation to a variety of careers and to help prepare them as guidance aids. There has been no intent to present any particular point of view other than career awareness.

I recognize that the particular career you studied may not be one that you might wish to pursue. I hope, however, that you have had the opportunity to learn more about one of the careers you checked on the original questionnaire as one you would like to know more about. I hope the program will continue next year and expand to include a broad range of student participation in the guidance program.

The graduate students who have been serving an apprenticeship in the schools are nearing the end of their semester. Before they leave and your school year is completed there are some steps you may wish to take. The first of these, I feel, might be for you to share with others in your group what was discussed with the resource person in an effort to help the other students expand their career horizons along the ten areas. Listed on the attached sheet are other ideas you may wish to consider.

If I can be of any help do not hesitate to call on me.

Again, thank you for attending the Seminar and participating in this program during the semester.

Edward Johnson

The following letter was sent to all Resource persons:

(Date)

(Address)

(Salutation)

On behalf of all who attended the Project Women Seminar on May 4 I want to thank you personally for your part in the program. We have had very positive feedback from the young women and the school personnel regarding your part in the program. You provided for the young women a living model of a woman who has succeeded in making a major contribution to a field of work in which women have usually been in the minority.

Our major aim in this program was to increase the career awareness of young women. Through your participation, this has become possible.

Again, accept our appreciation for your help.

Sincerely yours,

Edward G. Johnson, Jr.
Assistant Professor
Counselor Education

EGJ/bk

(Date)

(Address)

(Salutation)

I want to thank you very much for participating in our Project Women Seminar on May 4. The feedback I have gotten from both the girls and the resource people was most gratifying. Without your help this program would not have been possible.

We have only begun, however. The challenge now is to take this group of young women with their knowledge of the various career fields and their enthusiasm and involve them in the on-going guidance program. As you are aware the graduate students who have been most fortunate to have their apprenticeship with you are nearing the end of the semester. Before they leave and your school year ends it would seem desirable to have the young women experience their role as guidance aids in preparation for working with you next year.

On the attached sheet I have drawn up some ideas you may wish to consider with the girls who have participated in this program. There is no intent to rank order these in any priority or to suggest that any particular number might be accomplished before the remainder of the year. However, if some ideas could be attempted it would be a start for the following year and at the same time help the young women feel they have a place to use their experiences to date. My schedule is beginning to slow down and I would be happy to work with you as you begin this phase of the program. Feel free to call me.

Again, thank you for attending the seminar.

Sincerely yours,

Edward Johnson
Assistant Professor
Counselor Education

EGJ/bk
Encls.

Step 9. Evaluation

Each exemplary program is expected to include an evaluation by a professional person who is not directly associated with the program. Dr. Clyde Folsom provided this service. A copy of his report is filed with the final report.

We also received many subjective comments regarding the program, from students, counselors, participants, and resource specialists. The following from Captain Claudia Kennedy is typical of the positive response:

23 May 1972

Dr. Edward G. Johnson, Jr.
Assistant Professor
Counselor of Education
University of Maine at Orono
Orono, Maine 04473

Dear Dr. Johnson:

The Project Women Seminar held on 4 May 1972 provided an excellent forum for discussion of career opportunities for women.

Several features of the program contributed significantly to its success: the small number of students in each discussion group; the presence of a high school guidance counselor to supplement the efforts of the discussion leader; the opening and closing speeches given by well-informed adults who established a sense of perspective for the subject of careers for women; and the variety of careers represented by the discussion leaders.

Some changes which might be considered for incorporation in future programs would be: the scheduling of a short break in the two-hour discussion period; the use of separate rooms for each room to provide more space and the opportunity to use visual aids such as slides or movies.

I enjoyed your seminar and was impressed especially by the degree of interest in careers shown by the students. I appreciate your asking me to participate in this very worthwhile project.

Sincerely yours,

Claudia J. Kennedy
Cpt. WAC
Recruiting Officer

PROJECT WOMEN - EVALUATION REPORT

Submitted by
Clyde H. Folsom, Jr. Ed.D.
Project Evaluator
May, 1972

Project Women was developed and implemented in five Miami high schools during the 1971-72 academic year. The project was designed to provide 10th and 11th grade high school girls with an orientation to vocational fields predominately occupied by men and to utilize student para-professionals in orienting other girls to career fields normally restricted to men. The specific objectives of the program were as follows:

1. To identify the career plans of 10th and 11th grade high school girls.

2. To identify the knowledge of one hundred 10th and 11th grade high school girls relative to selected careers normally occupied by men.

3. To develop an in-service orientation program to acquaint 10th and 11th grade high school girls with careers normally occupied by men.

4. To provide one hundred 10th and 11th grade high school girls an opportunity to learn about occupations normally occupied by men from women who are presently earning their living in these fields.

5. To prepare an in-service training for 10th and 11th grade high school girls to prepare them to discuss careers normally occupied by men with other girls in their high school classes.

6. To provide a rotating cadre of para-professional student help to work with and through a high school guidance department.

7. To develop a model for vocational guidance programs which might be adopted by other high schools throughout Maine.

This report, which presents an evaluation of Project Women, will address itself primarily to an assessment of the project's success in meeting its stated objectives. In addition, general observations regarding the project will be presented, as well as recommendations for consideration in the planning of future, similar projects.

I. Identification of the Career Plans of 10th and 11th Grade High School Girls.

An effort was made in each of the five schools involved to assess the career interests of all females in 10th and 11th grades. The instrument used for this purpose was developed by those responsible for implementation of the project. In general, the instrument appears to have face validity. It is composed of ninety-one occupational titles to which the subject responds by indicating the careers that interest her and about which she would like more information.

Although the instrument probably provided important information concerning the vocational interests of the females surveyed, it seems doubtful that the results provided a clear indication of their career plans. Because career interests are often an indication of what an individual would like to do, they are often different from what an individual plans to do when he considers reality factors (i.e. mental ability, physical limitations, financial considerations, etc.). Thus, it would appear that the project did not entirely meet its first objective, at least for all 10th and 11th grade females in the five schools involved.

In reality, however, this objective may have been unrealistic if consideration is given to the large number of students involved in the initial screening stages of the project's development.

There is sufficient evidence to suggest that this objective was met for the 100 girls selected for direct involvement in the project. However, neither time nor staff were sufficient for permitting the accomplishment of this objective for all 10th and 11th grade females in the five high schools involved.

II. Identification of the Knowledge of One Hundred 10th and 11th Grade High School Girls Relative to Selected Careers Normally Occupied by Men.

The ten career areas to be focused on in Project Women were selected on the basis of two factors: (1) those having the greatest amount of student interest, and (2) those occupations that were traditionally male, rather than female, oriented. The one hundred girls selected to participate in the training phase were chosen on the basis of their stated desire to be involved in the project and their interests in the career fields selected as target occupations by the administrators of the project.

In order to assess the knowledge of the one hundred participants concerning the selected careers normally occupied by men, an instrument entitled Knowledge of Careers was utilized. That instrument is designed to provide an indication of the student's knowledge concerning entry requirements, salary ranges, male/female ratios in the career field, places of employment, projected future trends, and the number of persons employed in the field.

The instrument very probably provided the information needed in assessing the participant's career knowledge. Whether the instrument was used in a pre- and post-test experimental design

is unknown to the evaluator, but such use of the instrument would appear to have merit in providing information concerning the success of the project in increasing the participant's career knowledge.

If anything negative could be said about the instrument used to assess career knowledge, it would lie in the general nature of the information that it provides. A more detailed questionnaire could have provided those responsible for planning the training program a more clearly defined modus operandi for doing so. However, the instrument used appears to have served its function in meeting this second objective of the project.

III. Developing an In-Service Career Orientation Program to Acquaint 10th and 11th Grade High School Girls with Careers Normally Occupied by Men.

The extent to which this objective was met appears to have varied among the five schools involved. Much of the in-service training function was given over to guidance apprentices working within the schools, and there is evidence to suggest that a sincere effort was made to meet this project objective.

In-service training sessions in groups of two students and a counselor were held, in addition to general orientation sessions involving all twenty students participants in each school. The focus of these sessions was one of increasing the student's knowledge of the occupations, providing reading materials concerning career fields, and answering questions that the participants had concerning their roles in the project.

Some schools seem to have been more effective in meeting this objective than were others, and this is to be expected in any project which involves several school systems and numerous individuals with differing degrees of commitment to the program.

In any case, the objective was undoubtedly achieved to some extent at each of the five schools. In those schools where the level of success was limited, it appears to be the fault of time schedules and a lesser degree of commitment to the project on the part of the school personnel, rather than the fault of those administering the program.

IV. Providing One Hundred 10th and 11th Grade High School Girls an Opportunity to Learn About Occupations Normally Occupied by Men from Women Who are Presently Earning Their Living in These Fields.

To accomplish this objective, a full-day seminar was held at the University of Maine at Orono in May, 1972. Ten career fields were represented by women actually employed in those fields, and representatives from each of the occupations spent approximately two hours with groups of ten student participants in explaining their career fields and in answering questions that the students had.

The evaluator was able to attend the seminar and spent much of his time in visiting with the various discussion groups. In general, the seminar was well planned and organized, meetings were well attended and well received, and student reaction was quite favorable. The seminar undoubtedly assisted the project directors in meeting this objective of the program.

Several factors did seem to detract from the seminar's achieving the total level of success that it might have. First of all, one of the early morning welcoming addresses, as well as the closing address following the luncheon, seemed more geared to the Women's Liberation Front than it did to Project Women. This was a cause of concern on the part of some student participants and may have resulted in publicity that adversely affected

the project's reception by professional personnel within the several schools involved. Secondly, because of space limitations, two discussion groups were held in the same room in several instances. This tended to cause distraction for the participants and undoubtedly resulted in less being accomplished than would have been realized had separate rooms been utilized for each discussion group. Thirdly, the use of audio-visual aids would probably have assisted the presenters in holding the students' attention and in better presenting the information concerning their career fields. Several of the speakers were not dynamic, and in some cases the participants did not seem to be involved in what was being presented. Finally, several of the speakers tended to be too restrictive in talking about their career fields. For example, the speaker on police work, a campus police officer, addressed herself primarily to college police work rather than talking about opportunities for women in the general career field itself.

Again, however, the general impression of the evaluator toward the seminar was highly positive. Although it would have been more helpful, perhaps, if each girl had been able to talk with women in each of the career fields represented, the seminar appeared to be a well organized and important aspect of the totall project.

V. Providing an In-Service Training for 10th and 11th Grade High School Girls to Prepare Them to Discuss Careers Normally Occupied by Men With Other Girls in Their High School Classes

Because of the lateness of project approval and its final implementation, it appears that this objective was not successfully achieved in most of the schools. A check with some of the

counselors involved revealed that in one of the schools there has been no formal attempt made for the student participants to share their information with other students, while in another school such attempts have been made but have met with only limited success.

Because this objective is probably the "meat and potatoes" of the entire project, the fact that it has not been achieved is a disappointment. However, most schools plan to continue with the project when school re-opens in the Fall of 1972, and at that time the achievement of this objective may be realized. At the same time, however, much of the enthusiasm and knowledge gained by the student participants may have dwindled by the time school opens again in September. Because of this, greater efforts should have been made to plan and organize the in-service training of other students immediately following the special seminar.

VI. Providing a Rotating Cadre of Para-Professional Student Help To Work With and Through a High School Guidance Department.

This objective has undoubtedly been achieved. The one hundred participants have gained a tremendous amount of information and knowledge about career fields as a result of their involvement in Project Women. Because of this, they provide a ready resource of student para-professionals for their guidance counselors. Again, as pointed out above, the sooner they are utilized the better the chances of receiving quality assistance from them and their newly developed expertise in the area of career information.

VII. Providing a Model for Vocational Guidance Programs Which Might Be Adopted By Other High Schools Throughout Maine.

To a limited extent, this objective seems to have been achieved. At the same time, however, certain changes need to

be implemented and tested in pilot projects similar to Project Women before a finished "model" is available for other schools to follow. Project Women provides a starting point for other similar programs, but the impact of the project on the female students enrolled in the five schools must be more directly assessed before the relative success of such projects can be determined.

Recommendations

Based upon the findings of the evaluation procedure employed, and in anticipation of similar projects being undertaken in the future, the following recommendations are made:

1) In the future, such projects should be limited to involve only one or two schools rather than five. For a pilot program such as Project Women, involving too large a number of professional staff and students causes problems of administration and coordination. It is felt that the size of the present project made it difficult to control the variables of the study and that this factor contributed to difficulties in accurately assessing its outcomes.

2) A pre- and post-test experimental design involving all students in the schools could assist in more accurately measuring both the impact of the training sessions on the student para-professionals and the impact of those para-professionals on their fellow students. Perhaps the greatest weakness of Project Women was in failing to make provisions for measuring the project's success in increasing the career knowledge of the students with whom the student para-professional were to work.

3) Similar projects should be planned well in advance of the school year in which they are to be implemented. This would

permit the initiation of training sessions in the fall and would allow sufficient time for student para-professionals to utilize their knowledge and skills in assisting the vocational explorations of their fellow students.

4) If the seminar approach is used in other projects, and evidence suggests that it should be, the seminar should be so arranged that all participants have an opportunity to spend at least a short time with the professional women in each career field represented. In addition, each presenter should be assigned to a separate room in order to minimize the distraction and confusion caused by two discussions being held simultaneously in a single room.

5) Speakers for seminar presentations should be made cognizant of the goals of the project and be urged to confine their remarks to these goals. The identification of a program like Project Women with the Women's Liberation Front can have detrimental effects on the project's success.

6) Contributors to seminar presentation should be urged to utilize audio-visual aids in order to maximize the impact of their remarks. In addition, such contributors should be cautioned about the necessity of addressing themselves to a general career area rather than to the specific tasks they perform in their particular occupation.

7) It is also recommended that, if possible, arrangements be made for each student trainee to spend at least part of one day on the job with a woman in whose career she is interested. This would permit the students to obtain first-hand information and experience concerning the career area she is studying.

8) Finally, it is strongly recommended that more time be written into a similar project's budget for an on-going independent evaluation of each stage of the project's progress. A minimum of four day's time should be included for an evaluator to assess the impact and success of the program. Ideally, the evaluator should also be involved in the initial planning of the project so that he can more readily understand the objectives of the study and provide input data prior to the formal initiation of the project.

Respectfully submitted,

Clyde H. Folsom, Jr. Ed.D.
Staff Counselor, Center for
Counseling & Psychological Services

Step 10. Dissemination

Often schools offer innovative programs and fail to acquaint others with their efforts. In general, most of the dissemination responsibility for Project Women was left up to the local school in ways which they felt most applicable. The local bulletin from Hampden and the article from Orono which appeared in the Bangor Daily News are typical of the approaches taken. More examples are found in the Final report of the Project.

Local Bulletin from Hampden:

PROJECT WOMEN

Who Are We?

We are 20 girls in Hampden Academy. We were chosen for this project because we are interested in job opportunities for women in the future. We are stationed in the following 10 careers, which are mostly dominated by men: BANKING, COMMUNICATIONS, COMPUTER PROGRAMMING, COUNSELING, FORESTRY & CONSERVATION, LAW, MILITARY SERVICE, POLICING, RECREATION, and VETERINARIAN WORK.

What is Project Women?

This is a pilot project in it's first year. There are 5 towns, with 20 girls in each school taking part. There are 2 goals of Project Women:

1. Learning about our chosen careers--through interviews and written material, we are learning about training, job opportunities, and the nature of the work involved in the 10 careers.
2. Spreading the news--we hope to be able to answer all of the other girls questions about their fields of interest. And we can supply written material and suggest ways of gaining experience in their chosen careers.

Is There A Future For Project Women?

If this project is to continue, we need your interest. If you have no questions for us to answer, there is no need for us in this school. This group relies only on the student body and it's interests. Next year we will need at least 10 replacements for the Senior girls. If you have any questions about our group, joining it next year, or the careers, ask one of us. Our names and the careers we work with will be posted on the bulletin boards.

Have A Nice Time,

PROJECT WOMEN

Local Bulletin From The Bangor Daily News:

Thursday, April 27, 1972 Page 21

ORONO GIRLS

MAKE STUDY

OF CAREERS

Orono--The career education project at Orono High School entitled, "Project Women--In A Man's World of Work," is entering a new phase shortly with several field trips planned for the next few weeks.

The project, in which 20 sophomore and junior girls are taking part, was designed to introduce young women to a variety of careers usually thought of as careers which men enter.

The "Guidance Aids," as the girls are called, have been studying the various aspects of careers such as banking, law, police work, counseling, computer programming, and communications. The field trips will be an additional part of their exposure to the careers they are studying and will help to give them a clearer idea of the actual working conditions and types of duties which are a part of each career.

In future weeks, girls will make visits to the Bangor Counseling Center, the Merrill Trust in Bangor, St. Joseph Hospital, and the Bangor Daily News. These 20 young women will also be attending an all-day seminar at the University of Maine in Orono on May 4 where they will meet with women who are professionals in the various careers studied by the girls.

Dissemination was not restricted locally or even statewide. Dr. Johnson proposed that a description of the program be presented at the American Personnel & Guidance Association Conference in Chicago during the Spring of 1972. The proposal was accepted. The presentation was selected to be taped for wider dissemination by APGA.

With the great emphasis on career education--and particularly that of women--requests have come in from many sources requesting further information on the Project.

Some Counselors contacted their own faculty about the program, and the attached letter by Earl Melgard, Orono, is such an example:

TO: All Staff Members

FROM: Earl Melgard

I thought you would like to see the excellent program that some of our young women participated in at the University on 5-4-72.

If you have a chance, talk with some of the girls and find out what a great educational experience they felt this was for them.

I am also enclosing copies of an address made by the new Dean of the School of Education, Dr. Robert Grinder.

I thought you would also like to see the high quality of careers and career women who spoke with our PROJECT WOMEN group on Wednesday, May 10 at the Counseling Center and at St. Joseph's Hospital:

Dr. Dewayani Lathi, M. D. Pathologist

Dr. Alice Shubert, M. D. Obstetrics

Sr. Victoria Frances, Registered Pharmacist, (St. J. Hospital)

Sr. Mary Edmund, Assistant Administrator (St. J. Hospital)

Mrs. Faye Ward, Computer Operator (St. Joseph Hospital)

Lois Gauthier, Public Relations Director (Eastern Maine Medical Center)

One of the purposes of this Project was to try out an idea that might be adopted by other School Counselors. A "Guide For Counselors" has been compiled and is attached. This guide will be disseminated throughout the state to school counselors and will be available to other interested parties.